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## A STUDY ON STUDENTS PERCEPTION ON JOB READINESS

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### ABSTRACT

Job awareness has slacked its awareness amongst students of this generation. The importance of financial gain has been a negligence among them. Job readiness is an important factor in a students life which makes him prepare for his next step in their career. Individuals of this generation eminently lack basic skills which are mostly blamed on the institutions. Communication skill and Professional skills are highly expected when you are present in a job interview. Organizations setup a high-standards in recruiting process since it majorly relies on their reputation and progress in future. A study was conducted amongst the students and has been concluded that the institutions neglect their duties as they provide improper training which makes their job hunt difficult. Most of the individuals are not satisfied with their lack of guidance. It has been concluded that an awareness must be created amongst the students regarding their career and must be provided with proper guidance by the institutions for their futural basis. Institution must take necessary actions towards it and maintain their reputation by fulfilling their needs.

**Keywords:** Job awareness, Job readiness, Communication skill, Professional skill, Institutions

### +INTRODUCTION

Awareness towards job and career is slacked amongst the emerging generation. The academic knowledge gained from institutions does not meet the standard expectations of industries. Students lack basic knowledge such as professional, communication and core skills set by the companies and skills that are considered to be the major part of their career path. Communication skills is basic etiquette of a graduate to enter into a good job. Students of this generation lack this skill due to several factors such as society, peer groups, medical conflicts. Even though it can be trained, proper measures are not taken by the institutions or an individual to develop such skill. This skill helps them to acquire a better profession that plays a major role in career growth.

Professional and core skills are one of the eminent skills that are highly expected in the industrial field. These standards are not met by the individuals as they are not made aware of it. Importance of these skills are highly concerned by private companies and multinational companies. It mainly depicts their interest and professionalism that may help to gain their trust. However, these factors are not made aware and taught by the institutions that affects their employability. It is important for an adult to gain such knowledge and skill before stepping into their main part of life. These skills can be improvised by proper training and guidance.

The term "employability skills" refers to the "transferable skills" that a person needs to develop in order to become "employable." Employers prefer a set of skills in a candidate over excellent technical understanding and subject knowledge because these skills enable the employee to carry out their responsibilities successfully. The "soft skills" (non-technical skills) and knowledge needed for successful performance at work are known as employability skills. Effective communication, self-management, problem-solving, leadership abilities, and collaboration are some of these skills. They are the essential competencies or enabling skills. Additionally, these traits help workers solve problems, make important choices, and become competent, all of which have an impact on how well they perform. These are a group of transferrable skills that are applicable to all types of employment and are not particular to one professional path.

Students of final year face issues during employment due to lacking of these skills. Institutions has setup their minds towards economic gain and fame rather than providing a quality education. Individuals are also to be blamed for neglecting and procrastinating from developing it. Environmental and societal factors also play a major role in acquiring and growing towards their career path. In some cases, exceptions are also made by the companies based on their background and educational qualification. However, educational system also plays a part in such activities.

Nowadays, individuals mainly focus on social networking sites rather than developing these skills that are necessary for their future. It blocks their way towards knowledge attainment that makes it difficult in their future. Graduates from all academic disciplines—whether in the arts, sciences, or engineering—should also possess technical proficiency and employability skills, though few students seem to be conscious of the latter. Additionally, there doesn't seem to be much research on what students believe to be employability abilities.

## REVIEW OF LITERATURE

M. Booma Kumari explores the issue of job readiness among students in Chennai, India in 2020 that Various studies have found that many students are unemployable due to their inadequate skill sets. The author suggests creating awareness among students about the importance of being job ready and acquiring essential technical, communication, problem-solving, and interpersonal skills. The study emphasizes the need for universities and colleges to bridge the gap between the expectations of the industry and the output of the education system to manage intellectual capital skillfully.

CHIEN-CHING LEE AND SOO-FUN CHIN investigates the perceptions of final-year engineering students from two different educational in 2016 paths in Singapore of their ranking of desirable graduate attributes for employment. The study found that communication, teamwork, and problem-solving were ranked the top three desirable attributes by both groups of students, but polytechnic students showed greater familiarity and confidence in tackling workplace requirements compared to junior college students. The study emphasizes the importance of empowering graduates by helping them gain correct perceptions of the graduate attributes desired by employers.

Christine M. Witt and his colleagues explores how a capstone project, designed with authentic learning and student choice, supports MBA students' preparedness for the workforce in 2019. The authors surveyed 20 graduate business students and analysed their responses to identify potential relationships between their perceptions and the instructional design. The paper discusses implications for designing authentic projects that integrate industry partners in MBA classes.

Ruben Burga and his colleagues explores student perceptions of project work and how it aligns with the demands of the industry, using social cognitive career theory in 2020. Students prefer leadership positions and view project work as essential preparation for the workplace, but lack technical knowledge in project processes. The study recommends that technical skills are needed to help students succeed in formal project management roles.

Patrick Akos and his colleagues discusses the positive influence of Federal Work-Study (FWS) on career readiness competencies of college students in 2020. The study suggests that FWS opportunities can be constructed with intentional career development goals. The paper also discusses how colleges are extending resources to aid students' career decision-making and planning, including internships and career development courses.

Adedapo Oluwatayo and his colleagues investigates in 2016 the perception of employability readiness of architecture students in Nigeria, as there are concerns that formal education may not prepare students sufficiently for the workforce. The study aims to identify areas that students do not feel competent in and make recommendations for improving the training of architects to enhance their employability. The findings suggest that there are areas where students lack confidence in their preparedness for the job market.

Brad Millar & David Tanner Studied in the 2011 that Students' Perceptions of Their Readiness for Community College students have a variety of reasons for enrolling, including obtaining an Associate's degree, completing general education requirements, vocational training, and personal enrichment. However, community colleges have a high drop-out rate, particularly among academically underprepared students. Retention research at four-year institutions may not be applicable to community colleges due to the differences in student demographics and theories of drop-out. Community colleges typically have fewer academic qualifiers, resulting in students who may be less well-prepared for college work.

## METHODOLOGY

The tool used for collecting primary data is Questionnaire method.

## RESEARCH DESIGN

The research design is Descriptive technique.

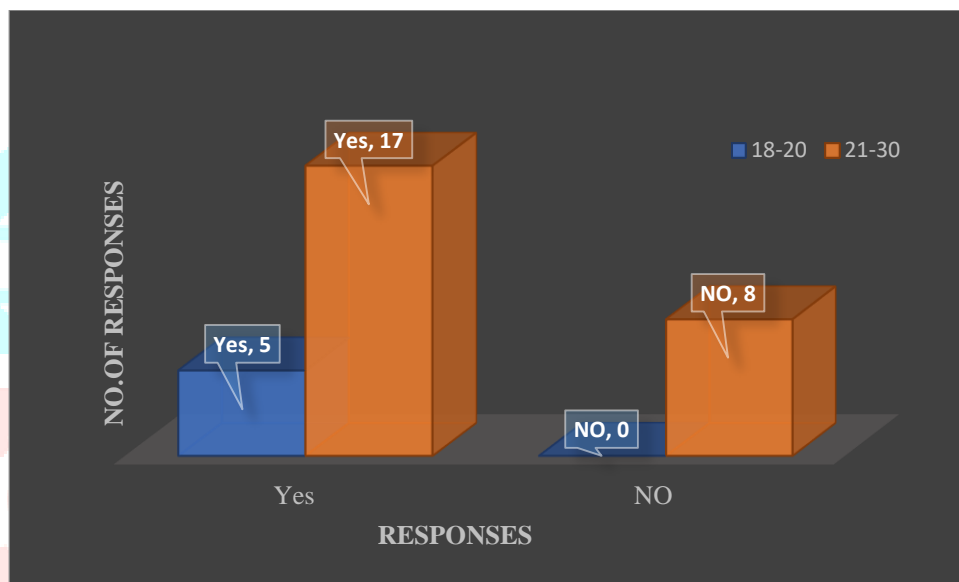
## SAMPLING TECHNIQUE

The sampling technique used is Convenient sampling.

## RESULTS

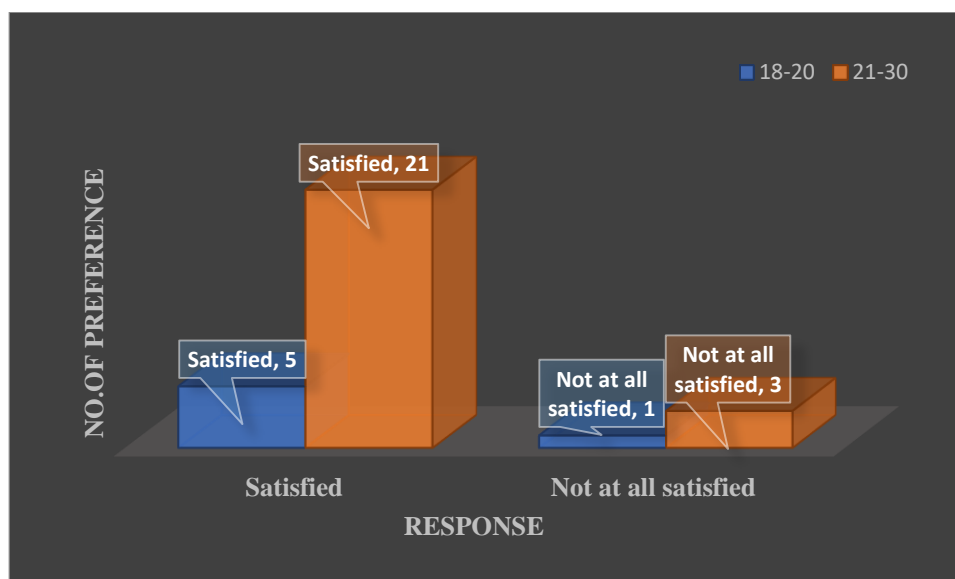
A total of 30 samples were collected.

**Figure 1: Satisfaction of respondents with regards to job preparation offered in institution**

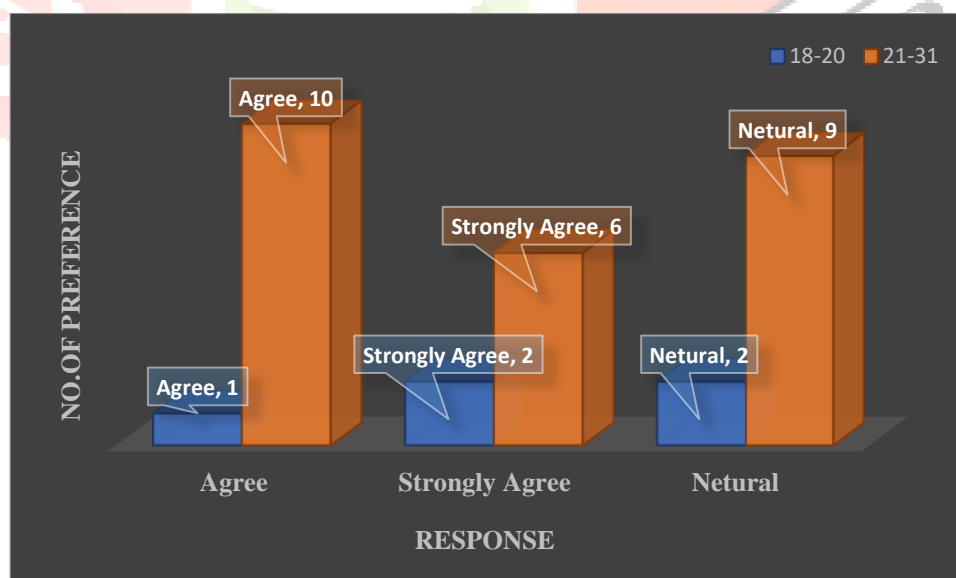


## INFERENCE:

Most of the respondents aged 18-30 received professional training. Out of 6 respondents aged 18-20, all reported receiving professional training, and out of 25 respondents aged 21-30, 17 received professional training. 8 respondents aged 21-30 reported not receiving any professional training.

**Figure 2: Comparison on preparation of job readiness along with age factor****INFERENCE:**

Most of the respondents aged 18-30 were satisfied with the job readiness preparation offered by their institution. Out of 6 respondents aged 18-20, 5 were satisfied, and out of 24 respondents aged 21-30, 21 were satisfied. Only one respondent aged 18-20 and three respondents aged 21-30 reported being not at all satisfied.

**Figure 3: Comparison of societal factors along with age factor****INFERENCE:**

In this data Individuals in the 21-31 age group are more likely to agree with societal and environmental factors compared to those in the 18-20 age group. However, there were more neutral responses in the 21-31 age group, suggesting greater uncertainty or ambiguity in opinions. Age may play a role in shaping attitudes towards these issues, with older individuals more likely to express stronger agreement.

## CONCLUSION

Job is one of the eminent perspectives in an individual's life. It plays a major role in every person's life. Job readiness is one of the important factors that a student must be made aware for his future job offers and financial settlement. The results concluded that the institutions lack integrity of academics by neglecting their duties. The students are unsatisfied by their institutions due to lack of proper training and preparation for job readiness. From this study it has been concluded that the students expect proper guidance for their futural benefits. Institutions should be aware and stop neglecting their duties that should be fulfilled. Necessary actions should be taken and guide the students in securing their future.

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